



**SEQ LEVEL 2**

# Teaching Swimming to Babies and Toddlers

**FULL SPECIFICATION**

(QAN): 603/4431/3

**FOR LEVEL 1 QUALIFIED SWIMMING ASSISTANTS**

VERSION 2019/2

# Welcome to the SEQ Level 2 Teaching Swimming to Babies and Toddlers Full Specification

## About Swim England Qualifications

**We develop the country's leading qualifications for the swimming industry.**

As the awarding organisation for the national governing body for swimming in England, we aim to ensure our qualifications are high quality and reflect the latest industry developments.

Our qualifications are designed to:

- create a professional, high quality and diverse workforce
- provide a high ratio of practical poolside experience alongside essential theory and knowledge
- equip learners with real world know-how and skills for the next stage in their career development
- meet industry recognised standards and the needs of employers.

The full list of qualifications awarded by Swim England Qualifications can be found on the Ofqual Register of Regulated Qualifications: [register.ofqual.gov.uk](http://register.ofqual.gov.uk) or via Qualification Wales: [qiw.wales](http://qiw.wales)

## Equal Opportunities

Swim England fully supports the principles of equal opportunities and is committed to satisfying these in all activities and published materials. A copy of our Equality and Diversity Policy is available on the Swim England Qualifications website.



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## 01 Introduction to the qualification

### 1.1 About this qualification

<b>Qualification title:</b>	SEQ Level 2 Teaching Swimming to Babies and Toddlers
<b>Qualification number:</b>	603/4431/3
<b>Total qualification time:</b>	60 (56 Guided Learning Hours (GLH))
<b>Qualification level:</b>	2

### 1.2 Purpose of the qualification

This qualification gives learners the knowledge, skills and confidence to teach babies and toddler swimming lessons. It is a practical based qualification which replaces the Level 2 Pre-School Swimming qualification. This qualification links to the Swim England Pre-School Framework, covering Discovery Duckling 1-4 and Duckling 1-4 Awards.

### 1.3 CIMSPA professional standard endorsement

This qualification has been endorsed as meeting the requirements of the professional standard for the role of a swimming teacher working with children 0-5 years old. Holders of this qualification are eligible for CIMSPA affiliate membership.

CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) have led the creation of the professional standard for a swimming teacher. The professional standard outlines the role and scope of a swimming teacher and the essential knowledge and skills that are needed to meet the sector minimum deployment standards.

### 1.4 Learner entry requirements

Learners must:

- be 16 years of age or older on the first day of the course
- hold the SEQ Level 1 Swimming Assistant (Teaching) qualification (or ASA equivalent)

## 1.5 Safeguarding

Learners under the age of 18 are able to register on this qualification, so Approved Training Centres and all staff must be aware of safeguarding policies and procedures and these must be fully implemented. For further information please refer to Keeping Children Safe in Education 2016 and any subsequent additions.

## 02 Learning programme and delivery

The SEQ Level 2 Teaching Swimming to Babies and Toddlers Qualification requires approximately 60 hours of learning time.

If a learner has significant experience in relevant aspects of the qualification then these hours may be less and conversely there may be learners who require more time. This should be determined by you as the Approved Training Centre prior to the start of the course.

Only Approved Training Centres can deliver our qualifications and you have the flexibility to deliver them in whatever way you deem appropriate to meet the needs of your learners.

You must offer appropriate information and advice about the qualification so that the learner has realistic expectations.

Some learners may already have the knowledge, skills and abilities to achieve the qualification from their previous experiences. In this case the learner may progress straight to assessment and not have to complete a course of learning.

Learners should receive an induction to identify expectations as well as ensure understanding of any legal requirements.

The learning programme and delivery should ensure learners have the opportunity to practice their delivery skills and put the learning from the programme into practice.

During the learning programme the tutor is encouraged to develop the mathematical and English skills of learners through naturally occurring opportunities. Although there is no assessment of these skills, situations are likely to arise that may challenge learners. The qualification is designed to prepare the learner for employment. Special attention should be paid to skills such as professional behaviour, appearance and language, and tutors should encourage high standards and expectations at all times.

## 03 Assessment

### 3.1 Assessment summary

The purpose of assessment is to ensure that effective learning has taken place and to give learners the opportunity to achieve the learning outcomes and assessment criteria.

- Each learning outcome contains a number of more detailed learning topics (criteria).
- Completion of all criteria in an outcome section will lead to the successful completion of that outcome.

To complete this qualification, learners must achieve:

- all learning outcomes
- all assessment criteria.

All evidence produced by the learner must be their own, and in English or Welsh.

The assessment materials are provided and set by Swim England Qualifications. These documents must be used.

If an Approved Training Centre would like to deviate from these as a result of reasonable adjustments or special considerations Swim England Qualifications Reasonable Adjustments and Special Considerations Policy must be followed.

### 3.2 Assessment methods

Assessment is made up of a series of component parts:

- theoretical questions (please note these questions will change during the life of the qualification)
- observation record
- action plan
- lesson plan
- evaluation
- overview of a series of lessons.

### 3.3 Authenticity

Ensuring the authenticity of learner evidence is vital. All work completed for assessment must be the learner's own original work. Learners must sign to declare that the work they have produced for assessment is their own. Assessors should not assess work where learners have not declared authenticity.

## 3.4 Grading

There is no grading criteria for this qualification. Learners will either meet the requirements and pass or will not meet the requirements and be referred.

Where learners do not meet the requirements, they should be supported in developing an individual action plan. In this situation, further assessment opportunities should be provided to allow them to successfully meet the requirements within the registration period where possible.

## 3.5 Appeals

An appeals policy must be put in place to support and manage learners who wish to appeal against their assessment decisions. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. If learners remain dissatisfied with the outcomes, they should contact Swim England Qualifications directly.

# 04 Supporting resources

## 4.1 Learner resources

There are a number of resources available to support learning including books, online materials and forums. You should advise individual learners which resources best suit their needs.

## 4.2 Assessment resources

Swim England Qualifications produces resources to assess the qualification. It is compulsory to use these resources.

As an Approved Training Centre, you are able to modify the format of these documents to support learner achievement. However, you must ensure through your own internal verification procedures, that the tasks and criteria are not changed.

These documents will ensure accuracy of the materials and maintenance of standards over time.

# 05 Reasonable adjustments and special considerations

Swim England Qualifications is committed to improving access for learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the Reasonable Adjustments and Special Considerations Policy which can also be found on the Swim England Qualifications website.

## 06 Quality assurance

Swim England Qualifications implements a series of quality assurance procedures to ensure that our qualifications are reliable, valid and fit for purpose. This includes initial centre approval and review, qualification approval, internal and external verification.

Qualifications are reviewed regularly and any modifications will be communicated through Approved Training Centre updates and on the Swim England Qualifications website.

## 07 Centre requirements

Approved Training Centres are responsible for ensuring learning takes place in a safe and effective environment.

### 7.1 Legal requirements

Approved Training Centres are responsible for ensuring that:

- the learning environment is safe for all learners, that risk assessments are in place and that health and safety is responsibly managed
- all aspects of GDPR are met
- learners are able to progress in a respectful environment free from bullying and harassment
- all safeguarding requirements are met.

### 7.2 Session requirements

- Swimmers will be required.
- Participants or swimmers should be Discovery Duckling 1 to Duckling 4 age ranges from 0 – 5 years of the Swim England Pre-School framework or equivalent.
- The learner should not be left unsupervised with participants.

## 7.3 Pool or facility characteristics

The characteristics of the pool or facility must support safe and effective teaching, learning and assessment at the required level.

## 08 Workforce

In order to deliver, assess and quality assure this qualification, it is important that you have appropriately experienced and qualified staff. These include tutors, assessors and internal verifiers.

The tutor/assessor delivering the SEQ Level 2 Teaching Swimming to Babies and Toddlers Qualification must hold a current Swim England tutor licence. Please email [educatortraining@swimming.org](mailto:educatortraining@swimming.org) if you require further information.

Anyone wishing to become a Swim England tutor/assessor will need to contact [workforcesupport@swimming.org](mailto:workforcesupport@swimming.org) for further information about the process.

The role of the tutor is to plan and deliver an appropriate learning programme of activities that develops the learners' skills, knowledge and understanding of being an effective swimming teacher, teaching swimming to babies and toddlers. The tutor must allow learners to apply their knowledge through practical application and finally prepare them appropriately for assessment.

The role of the assessor is to evaluate the learners' performance and to check if the assessment criteria of the qualification have been met. Assessors may only evaluate learners in their acknowledged area of technical and occupational expertise. Assessed observations of learners delivering swimming lessons must be conducted by the assessor.

The same person can be both the tutor and assessor as long as they meet the stated requirements.

The role of the internal verifier is to monitor the validity and reliability of assessment. The internal verifier should also provide support and guidance to assessors. Internal verifiers must have experience of conducting internal quality assurance procedures. However they cannot quality assure their own assessments.

## 09 Conflict of interest

All conflicts must be effectively managed by the Approved Training Centre, ensuring any direct or indirect conflict is identified with interventions if required. Swim England Qualifications can offer support where needed.

## 10 Dealing with malpractice

Approved Training Centres must have a policy for dealing with potential malpractice. Where malpractice is suspected the Approved Training Centre malpractice policy must be followed. Further information, support and guidance can be obtained from Swim England Qualifications.

## 11 Qualification progression

Learners may wish to take further qualifications within the swimming industry.

## 12 Structure of qualification

The SEQ Level 2 Teaching Swimming to Babies and Toddlers Qualification consists of the following learning outcomes.

SEQ Level 2 Teaching Swimming		
Learning Outcomes	Assessment Criteria	Key Learning Content
1. Understand the legal requirements and safety considerations for teaching swimming to babies and toddlers	1. <b>Explain</b> how to meet the legal requirements of teaching babies and toddlers swimming lessons	<p><b>Legal requirements:</b></p> <ul style="list-style-type: none"> <li>health and safety to include Pool Safety Operating Procedures (PSOPs)</li> <li>safeguarding</li> <li>equality and diversity</li> <li>GDPR</li> </ul> <p><b>How to:</b></p> <ul style="list-style-type: none"> <li>respond to concerns</li> <li>respond to incidents</li> <li>record incidents if appropriate</li> <li>report to the named responsible person if appropriate</li> </ul>
	2. <b>Explain</b> the safety considerations of teaching babies and toddlers swimming lessons	<p><b>Safety considerations:</b></p> <ul style="list-style-type: none"> <li><b>Industry standards</b> PAS 520:2017 Safeguarding 0 to 4 year old children within the teaching of swimming, including any associated professional photography – Code of practice</li> <li><b>National governing body guidelines</b> Swim England Safe Supervision of programmed swimming lessons and training sessions</li> <li><b>Centre Procedures</b> Pool safety operating procedures</li> </ul>
2. Know the responsibilities of a baby and toddler swimming teacher	1. <b>Describe</b> the responsibilities of baby and toddler swimming teacher	<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>to ensure the safety and security of participants and others within the role of a qualified Level 2 Babies and Toddlers teacher</li> <li>to teach, develop and assess participants</li> <li>to ensure participants are ready to take part in the lesson</li> <li>to be able to advise responsible adults on practices to carry out at home to support learning</li> <li>to supervise and/ instruct responsible adults and swimming assistants</li> <li>to provide feedback to responsible adults</li> </ul>

3. Understand the role of the baby and toddler swimming teacher in promoting aquatics	1. Describe a Pre-School swimming framework	<p><b>Pre-School swimming framework:</b> Swim England Pre-School Framework or equivalent (approximate ages)</p> <ul style="list-style-type: none"> <li>Discovery Duckling 1 to 4 (0-3 years old)</li> <li>Duckling 1 to 4 (3-5 years old)</li> </ul> <p><b>Tutor Guidance</b></p> <ul style="list-style-type: none"> <li>Comparison of the welfare needs between babies and toddlers and learn to swim swimmers</li> <li>Adult in the water</li> <li>Shorter Lessons</li> <li>Warmer water temperature</li> </ul>
	2. Explain the importance of the Active start stage of the Athlete Development Support Pathway	<p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>introduce the fundamentals movement skills</li> <li>Support progression to the fundamentals stage</li> <li>introduce participants to the aquatic environment in fun and positive way</li> </ul>
	3. Describe how the baby and toddler swimming teacher encourages lifelong participation in aquatics	<p><b>Lifelong participation:</b></p> <ul style="list-style-type: none"> <li>continued enjoyment within aquatics</li> <li>signpost onto the next stage of aquatic development</li> <li>signpost responsible adults to other swimming lessons/aquatic health and fitness and/or recreational activities</li> </ul>
	4. Explain how to promote children's health and wellbeing	<p><b>Health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>the benefits of promoting children's good health and wellbeing</li> <li>the role that responsible adults play in contributing to the health and wellbeing of their child</li> </ul> <p><b>National health guidance:</b></p> <ul style="list-style-type: none"> <li>the Chief Medical Officers' (CMO) Physical Activity Guidelines for early years</li> </ul> <p><b>Nutrition and hydration:</b></p> <ul style="list-style-type: none"> <li>general guidance for babies and toddlers when taking part in sport and physical activity</li> </ul> <p><b>How to promote within baby and toddler lessons:</b></p> <ul style="list-style-type: none"> <li>involvement in physical exercise from a young age</li> <li>include energetic play</li> <li>include movement using all of the large muscle groups</li> <li>include activities promoting healthy eating and hydration</li> <li>building a positive emotional bond between the responsible adult and child</li> <li>developing social interaction with other children and adults</li> <li>encourage physical activities to practice when not in swimming lessons</li> </ul>

<p>4. Understand about the development of babies and toddlers swimming lesson participants and the impact of this on swimming lessons</p>	<p>1. <b>Explain</b> how the Early Years Foundation stage areas of learning and development impact on swimming lessons for different ages</p>	<p><b>Early Years Foundation stage Learners must cover the “prime” stages which are:</b></p> <ul style="list-style-type: none"> <li>• communication and language</li> <li>• physical development</li> <li>• personal, social and emotional</li> </ul> <p>The remaining “specific” areas of literacy, mathematics, understanding the world and expressive arts and design are teaching and learning content only</p> <p><b>Ages:</b></p> <ul style="list-style-type: none"> <li>• 0-18 months</li> <li>• 18 months - 3 years old</li> <li>• 3-5 years old</li> </ul>
	<p>2. <b>Describe</b> the importance of play for 0-5 years development</p>	<p><b>The importance of play: From EYFS statutory framework from the Department of Education:</b></p> <ul style="list-style-type: none"> <li>• develop language</li> <li>• building confidence</li> <li>• problem solving</li> <li>• turn taking behaviour</li> <li>• positive relationships</li> <li>• builds imagination</li> <li>• retain the information better</li> <li>• learn quicker</li> </ul>
	<p>3. <b>Identify</b> activities for each different type of play</p>	<p><b>Types of play:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• social</li> <li>• risky</li> <li>• imaginative</li> <li>• creative</li> </ul>
<p>5. Understand the impact of different types of participants in baby and toddler swimming lesson on lesson delivery</p>	<p>1. <b>Explain</b> the adaptations you would make for a range of baby and toddler swimming lesson participants</p>	<p><b>Range:</b> Three different types.</p> <p><b>Types of participant</b> The below could apply to either the responsible adult or the child:</p> <ul style="list-style-type: none"> <li>• new to swimming lessons</li> <li>• experienced and confident around water</li> <li>• scared of water</li> <li>• participant experiencing a learning plateau</li> <li>• unwilling to participate</li> <li>• without a responsible adult in the water</li> <li>• with special educational needs and/or disabilities</li> <li>• with specific cultural requirements</li> </ul>

<p>6. Understand the types equipment used in baby and toddler swimming lessons</p>	<p>1. <b>Explain</b> the advantages and disadvantages of different types of equipment used when teaching baby and toddler swimming lessons</p>	<p><b>Types of equipment</b>  <b>Pool equipment:</b></p> <ul style="list-style-type: none"> <li>• lane ropes</li> <li>• pool dividers</li> <li>• flags</li> <li>• booms</li> </ul> <p><b>Teaching equipment:</b></p> <ul style="list-style-type: none"> <li>• floats</li> <li>• balls</li> <li>• sinkers</li> <li>• egg flips</li> <li>• toys</li> <li>• watering cans</li> <li>• noodles</li> <li>• activity cards</li> <li>• hoops</li> <li>• flippers</li> </ul> <p><b>Flotation equipment:</b></p> <ul style="list-style-type: none"> <li>• discs</li> <li>• arm bands</li> <li>• shark fin</li> <li>• buoyancy belts</li> <li>• noodles</li> </ul>
<p>7. Know about common health related considerations in baby and toddler swimming lessons</p>	<p>1. <b>Describe</b> how to respond to a range of health-related conditions in baby and toddler swimming lessons</p>	<p><b>How to respond:</b></p> <ul style="list-style-type: none"> <li>• actions to take</li> <li>• advice to give to responsible adults</li> <li>• when to advise a responsible adult to seek referral</li> </ul> <p><b>Range</b>  A minimum of two conditions.</p> <p><b>Health-related conditions</b>  For example:</p> <ul style="list-style-type: none"> <li>• sickness and diarrhoea</li> <li>• conjunctivitis</li> <li>• ear infections</li> <li>• eczema</li> <li>• chicken pox</li> <li>• teething</li> </ul>
	<p>2. <b>Describe</b> how to respond to a range of situations in baby and toddler swimming lessons</p>	<p><b>How to respond</b></p> <ul style="list-style-type: none"> <li>• actions to take</li> <li>• advice to give to responsible adults</li> <li>• when to advise a responsible adult to seek referral</li> </ul> <p><b>Range</b>  A minimum of two situations.</p> <p><b>Situations</b>  <b>For example:</b></p> <ul style="list-style-type: none"> <li>• participant who has not been vaccinated</li> <li>• participant vomiting/defecating in pool</li> <li>• recently vaccinated participant</li> <li>• pregnant responsible adult</li> <li>• accidental submersion</li> <li>• participant who is too hot or too cold</li> </ul>

<p>8. Understand about supports and holds used in baby and toddler swimming lessons</p>	<p>1. <b>Explain</b> appropriate use of supports and holds in baby and toddler swimming lessons</p>	<p><b>Appropriate use</b> To meet the specific needs of the participant.</p> <p><b>Supports and holds</b> <b>Front holds and supports</b> For example:</p> <ul style="list-style-type: none"> <li>• yoke hold</li> <li>• shoulder support hold</li> <li>• cheek-to-cheek</li> <li>• front hold</li> <li>• use of Flotation equipment</li> </ul> <p><b>Back holds and supports</b> For example:</p> <ul style="list-style-type: none"> <li>• yoke hold</li> <li>• shoulder support hold back</li> <li>• cheek-to-cheek</li> <li>• seated holds</li> <li>• one hand hold on the back</li> <li>• use of Flotation equipment</li> </ul> <p><b>Supports during entries and exits</b> For example:</p> <ul style="list-style-type: none"> <li>• lying</li> <li>• seated</li> <li>• up/down the steps</li> <li>• walk in</li> <li>• hoist</li> </ul>
<p>9. Know about the Core Aquatic Skills needed in baby and toddler swimming lessons</p>	<p>1. <b>Describe</b> the Core Aquatic Skills used in baby and toddler swimming lessons</p>	<p><b>Core Aquatic Skills:</b></p> <ul style="list-style-type: none"> <li>• entries</li> <li>• exits</li> <li>• buoyancy and balance</li> <li>• aquatic breathing</li> <li>• streamlining</li> <li>• travel and coordination</li> <li>• rotation and orientation</li> <li>• water safety</li> <li>• health and fitness</li> </ul>

10. Be able to plan baby and toddler swimming lessons	<p><b>1. Produce</b> two session overviews for a series of baby and toddler swimming lessons</p>	<p><b>Session overview:</b></p> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• lesson outline</li> <li>• progression</li> <li>• working with responsible adults and/or assistants</li> </ul> <p><b>Series:</b> Six linked lessons.</p>
	<p><b>2. Produce</b> six baby and toddler swimming lessons plans for different ages</p>	<p><b>Baby and toddler swimming lesson plans:</b></p> <ul style="list-style-type: none"> <li>• each lesson must be at least 30 minutes of a lesson unless it is an Adult and Child lesson (20 minutes)</li> <li>• at least one plan for each of the age groups must be produced</li> <li>• all lessons must cater for a minimum of four participants (e.g. 4 participants and 4 responsible adults)</li> <li>• each lesson must use a responsible adult or swimming assistant</li> <li>• at least one lesson must use a responsible adult</li> <li>• all plans must show adaptation for Special Educational Needs and Disabilities (SEND)</li> </ul> <p><b>Lesson plans to include:</b></p> <ul style="list-style-type: none"> <li>• information about the participants and the lesson</li> <li>• equipment</li> <li>• aims and objectives</li> <li>• timings</li> <li>• activities/practices</li> <li>• organisation</li> <li>• supports and holds</li> <li>• teaching points</li> <li>• to participants and/or responsible adult or swimming assistant</li> <li>• supports and holds/floatation equipment used</li> <li>• introduction</li> <li>• entry</li> <li>• warm up</li> <li>• main activity</li> <li>• contrasting activity</li> <li>• cool down if applicable</li> <li>• exit</li> <li>• conclusion</li> <li>• risk assessment</li> <li>• hazards specific to this lesson plan</li> <li>• control measures to minimize hazards</li> </ul> <p><b>Ages</b></p> <ul style="list-style-type: none"> <li>• 0-18 months</li> <li>• 18 months - 3 years old</li> <li>• 3-5 years old</li> </ul>

<p>11. Be able to teach baby and toddler swimming lessons</p>	<p>1. <b>Deliver</b> six planned baby and toddler swimming lessons to groups at different ages</p> <p>If the learner holds an SEQ Level 2 Teaching qualification they only have to deliver:</p> <ul style="list-style-type: none"> <li>• 1 x 0-18 months lesson</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• 1 x 18 months – 3 years lesson or 3 – 5 years lesson</li> </ul>	<p><b>Baby and toddler swimming lessons:</b></p> <ul style="list-style-type: none"> <li>• each lesson must be at least 30 minutes of a lesson unless it is an Adult and Child lesson (20 minutes)</li> <li>• all lessons must cater for a minimum of four Pre-School participants (e.g. 4 participants and 4 Responsible Adults)</li> <li>• each lesson must use a responsible adult or swimming assistant</li> <li>• at least one lesson must use a responsible adult</li> <li>• there must be at least one lesson delivered for each of the age categories (stated below)</li> <li>• simulation is not accepted</li> </ul> <p><b>Ages</b></p> <ul style="list-style-type: none"> <li>• 0-18 months</li> <li>• 18 months - 3 years old</li> <li>• 3-5 years old</li> </ul>
	<p>2. <b>Deliver</b> fun and progressive activities that teach all the Core Aquatic Skills in baby and toddler swimming lessons</p>	<p><b>Fun activities</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• games</li> <li>• songs and nursery rhymes (with actions)</li> <li>• themes</li> </ul> <p><b>Progressive</b></p> <p>Activities that get more difficult as the participant develops through the levels of ability.</p>

12. Be able to demonstrate lesson management skills	1. <b>Demonstrate</b> appropriate regard for safety including safeguarding	<b>Appropriate:</b> <ul style="list-style-type: none"> <li>• suitable for the lesson and needs of the participants</li> <li>• meeting legal requirements</li> <li>• following industry standards</li> </ul> <b>Regard for safety:</b> <ul style="list-style-type: none"> <li>• adhere to risk assessment</li> <li>• adhere to pool safety operating procedures</li> <li>• maintain safety of self and others throughout the lesson, including safeguarding</li> </ul>
	2. <b>Demonstrate</b> appropriate behaviour management skills	<b>Appropriate:</b> Suitable for the lesson and needs of the participants. <b>Behaviour management skills</b> <ul style="list-style-type: none"> <li>• rules</li> <li>• expectations</li> <li>• consistency of approach</li> <li>• resolving conflicts</li> </ul>
	3. <b>Demonstrate</b> appropriate time management skills	<b>Appropriate</b> Suitable for the lesson. <b>Time management skills</b> Follow lesson timings and adapt if needed.
13. Be able to demonstrate communication skills when teaching baby and toddler swimming lessons	1. <b>Implement a range of appropriate teaching methods to meet the needs of participants and the environment</b>	<b>Appropriate</b> <b>Suitable for the lesson and the needs of:</b> <ul style="list-style-type: none"> <li>• participants</li> <li>• swimming assistants in the lesson pool environment</li> </ul> <b>Verbal communication:</b> <ul style="list-style-type: none"> <li>• volume</li> <li>• tone</li> <li>• language</li> <li>• positive interactions</li> <li>• adult cues</li> </ul> <b>Non-verbal communication:</b> <ul style="list-style-type: none"> <li>• gestures</li> <li>• body language</li> <li>• demonstrations</li> <li>• positioning</li> </ul>

14. Be able to use a variety of appropriate teaching methods	<p><b>1. Implement</b> a range of appropriate teaching methods to meet the needs of participants and the environment</p>	<p><b>Appropriate</b> Suitable for the needs of the participants.</p> <p><b>Range</b> A minimum of two teaching methods.</p> <p><b>Teaching methods</b> For example:</p> <ul style="list-style-type: none"> <li>• circuits (teaching)</li> <li>• guided discovery</li> <li>• problem solving</li> <li>• deep water</li> <li>• shallow water</li> <li>• directing the responsible adult</li> <li>• directing the participant</li> </ul>
	<p><b>2. Use</b> a range of appropriate organisational methods to meet the needs of participants and the environment</p>	<p><b>Range</b> A minimum of two organisational methods.</p> <p><b>Organisational methods</b> For example:</p> <ul style="list-style-type: none"> <li>• whole group</li> <li>• small group/pairs</li> <li>• one to one</li> <li>• waves</li> <li>• circuits</li> <li>• random spacing</li> </ul>
	<p><b>3. Implement</b> a range of appropriate adaptations in response to changes in needs of participants and the pool environment*</p> <p>* If this situation does not naturally occur a professional discussion with the assessor will take place and be recorded or become part of the theoretical questions</p>	<p><b>Adaptations</b> Change teaching to meet the needs of participants and the pool environment. Ability to reinforce/repeat earlier practices to support individual progress.</p> <p><b>Range</b> One "Change in needs of Participant" and One "Change in the pool environment".</p> <p><b>Change in needs of participant</b> For example:</p> <ul style="list-style-type: none"> <li>• illness or injury to participant or responsible adult</li> <li>• sudden or excessive anxiety</li> <li>• new responsible adult/participant involved in the lesson</li> <li>• special educational needs and disabilities</li> </ul> <p><b>Change in the pool environment</b> For example:</p> <ul style="list-style-type: none"> <li>• reduction in space</li> <li>• lack of equipment</li> <li>• change in the temperature of the water</li> <li>• different pool layouts/types</li> </ul>

15. Be able to demonstrate motivational techniques	1. <b>Use</b> a range of appropriate motivational techniques	<p><b>Range</b> Four or more motivational techniques.</p> <p><b>Appropriate</b> Suitable for the needs of the participants.</p> <p><b>Motivational techniques</b></p> <ul style="list-style-type: none"> <li>• praise</li> <li>• positive reinforcement</li> <li>• rewards and recognition</li> <li>• incentives</li> <li>• goal setting</li> <li>• verbal feedback</li> </ul>
16. Be able to assess a Pre-School swimming lesson participant	1. <b>Carry out</b> accurate participant assessment	<p><b>Accurate participant assessment:</b></p> <ul style="list-style-type: none"> <li>• the Teacher is assessing at the correct level</li> <li>• provide evidence of learner achievement against expected standards</li> <li>• recording assessment for example tick sheets, registers, reports, electronic devices</li> <li>• against expected standards, as stated within the Swim England Pre-School Framework or equivalent</li> </ul>
17. Be able to evaluate own performance	1. <b>Carry out</b> six self-evaluations of own performance	<p><b>Self-evaluation:</b></p> <ul style="list-style-type: none"> <li>• Strengths and areas for improvement of the six delivered lessons.</li> </ul> <p><b>Own performance:</b></p> <ul style="list-style-type: none"> <li>• planning</li> <li>• teaching activities</li> <li>• communication skills</li> <li>• motivation techniques</li> <li>• lesson management skills</li> <li>• assessment skills</li> <li>• working with others, for example a responsible adult or swimming assistant</li> </ul>
18. Be able to plan for professional development	1. <b>Produce</b> an action plan to improve own performance	<p><b>Action plan:</b></p> <ul style="list-style-type: none"> <li>• SMART targets (Specific, Measurable, Achievable, Realistic, Time-Based), <ul style="list-style-type: none"> <li>• short term</li> <li>• medium term</li> </ul> </li> <li>• relevant opportunities</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• progression onto other courses/ qualifications,</li> <li>• continuing professional development (CPD) opportunities</li> </ul>

## 13 Contact points

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